

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The approved school and the different categories of subjects needed for the study were selected while the various items in the questionnaire were specifically constructed for the study. The data collection was carried out as scheduled.

3.1 SUBJECTS

The subjects in this study comprised delinquent subjects, their non-delinquent siblings and controls.

3.1.1 Delinquent Subjects

The delinquent subjects comprised 63 male Malay students in Sekolah Tunas Bakti (L) Jerantut. Their ages ranged from 16 to 18 years and they are from the East Coast states comprising Kelantan, Terengganu and Pahang. Table 3.1 shows the percentages of students according to the State of their residence.

Table 3.1
Percentage of Delinquent Subjects According to States

State	Number	Percentages
Kelantan	23	36.51
Terengganu	12	19.05
Pahang	28	44.44
Total	63	100.0

The subjects had been referred by the Juvenile Court and would be detained in the approved school for not more than three years as stated in the Juvenile Court Act, 1947. From their particulars given, the delinquent subjects came from low socioeconomic status families. Their fathers were mainly labourers, farmers, drivers and security guards while the working mothers were fruit sellers, restaurant helpers, rubber tappers and hawkers. Both parents had very little formal education as shown in Table 3.2. Among their mothers, 60.3 per cent had only primary education followed by 14.3 per cent with no formal education at all. Likewise, the majority of their fathers had only primary education; 49.2 % had primary education and 9.5 per cent with no formal education.

Table 3.2
Level of Formal Education among Parents

	Mother		Father	
	Number	Percentage	Number	Percentage
No Formal Education	9	14.3	6	9.5
Primary School	38	60.3	31	49.2
Lower Secondary (PMR)	5	7.9	4	6.3
Ordinary Level (SPM)	5	7.9	13	20.6
Advance Level (STPM)	3	4.8	3	4.8
No response	3	4.8	6	9.5
Total	63	100.0	63	100.0

In the approved school, the students are disciplined using a series of foot-drills, patriotic songs and religious teachings. In this school, points are deducted from the students for misconduct in accordance to a demerit system. The students are also taught living skills such as carving wood, welding, hydroponics, farming and agriculture that is carried out on a big scale in the 80-acre campus grounds. Earnings from the agricultural produce, such as chili and eggplant, contributed towards paying for the cost of running the institution. Pictures of the campus grounds are shown in Appendix H

Of the 63 delinquent subjects, 55 gave their juvenile court referral while eight of them did not respond. Table 3.3 displays their juvenile court referral and the number of cases for each of them.

Table 3.3
Juvenile Court Referral and Number of Cases

Offence	Number	Percentage
Crimes against Property	35	55.6
Burglary	18	28.6
Motorcycle Theft	15	23.8
Theft>RM50	1	1.6
Car Theft	1	1.6
Drug charges	13	20.7
Selling Drugs	10	15.9
Taking Drugs	3	4.8
Crimes against persons	5	8.0
Assault	2	3.2
Robbery	1	1.6
Sexual Offences	2	3.2
Status Offences	2	3.2
Defy Parents	1	1.6
Run Away from Home	1	1.6
No Response	8	12.7
Total	63	100.0

Burglary, which involved the unlawful entry into a premise with the intention of stealing was the most common offence among their reasons for referral. Eighteen of the delinquent subjects or 28.6 per cent cited Burglary as the reason for their referral by the Juvenile Court. Motorcycle Theft was the reason for referral for 15 or 23.8 per cent of them. Ten of the subjects or 15.9 per cent cited Selling Drugs as the reason. Three of the delinquent subjects or 4.8 per cent were referred to the juvenile court for Taking Drugs. There were two cases each for Assault and Sexual Offences and they account for 3.2 per cent each. Only one person or 1.6 per cent was referred for Theft of Articles valued more than RM50, Car Theft, Robbery, Defying Parents and Running Away from Home.

Results show that a total of 55.6 percent of the sample were charged for property crimes which included Theft of Articles valued More Than RM50, Motorcycle Theft, Car Theft and Burglary. This was followed by 20.7 per cent for drug offences that included both Taking Drugs and Selling Drugs. Status Offences, such as Defying Parents and Running Away from Home are acts that are considered offences only when committed by a juvenile, were the lowest. There was one case each for these two offences and they constituted 3.2 per cent. Status offences were seldom used as juvenile court referral.

3.1.2 Non-delinquent Siblings

Non-delinquent siblings of the same gender and close in age to the delinquent subjects were selected for comparison. A similar comparison made by Healy and Bronner in 1969 who used siblings close in age to the delinquent

subjects as controls was cited in Toch (1987). Their subjects comprised 105 delinquents. This procedure is based on the premise that both the delinquent subject and his sibling have more similarities than any other form of control since they are from the same family and living in the same neighbourhood. This comparison of delinquents with their non-delinquent siblings can reveal the differences between them and provide information on what propels one to delinquency and what does not.

The non-delinquent siblings were selected from the particulars given by the delinquent subjects. They were required to list their siblings according to age and gender. From this information, sixteen of them were found to have non-delinquent siblings who were of the same sex and close in age.

3.1.3 Controls

The controls in this study consisted of 69 Malay boys who were of average age 16. They were from all the five Form IV classes in a secondary school in Kota Bharu, Kelantan. It is neither an elite nor a controlled school. Admission to this school is based solely on the location of the students' residence. The school comprised students of average academic ability as reflected by the ranking carried out annually by the State Education Department. This ranking is based on the national examination results of the schools in the Kelantan state.

3.2 INSTRUMENTATION

A questionnaire was constructed to obtain data to answer the research questions in this study. Data required included social and personal resources, offences committed and the reasons for their delinquent acts. Hence, the questionnaire comprises three main sections. To avoid drawing the delinquent subjects' attention to delinquent acts, the questions pertaining to social and personal resources form the first section. This section is followed by their offences. The reasons for committing the offences are in the third section. Owing to the lack of literacy skills among the delinquent subjects, the items are phrased in simple *Bahasa Melayu* which is their native language. Open-ended items are kept to the minimum. Most of the items are multiple-choice. The respondents are just required to check their responses.

3.2.1 Social and Personal Resources

A total of 49 items were constructed to measure both the social resources and the personal resources of the subjects. The social resources measured are perceived parental support, peer-group support and school experiences, while the personal resources measured are concepts of self, coping behaviours and moral development.

a. Perceived Parental Support

Aspects of parental support examined are emotional support, information support, social companionship and financial support. Two items were constructed for each aspect of parental support, thus this scale has a total

of eight items. Each item needs two responses; one makes reference to the mother and another to the father.

1. Emotional Support

Items

- 1 (a) mother understanding
- 1 (b) father understanding
- 2 (a) felt unwanted by mother
- 2 (b) felt unwanted by father

2. Informational Support

Items

- 3 (a) talk to mother about what bothers you
- 3 (b) talk to father about what bothers you
- 4 (a) mother can help with your schoolwork
- 4 (b) father can help with your schoolwork

3. Social Companionship

Items

- 5 (a) do things together with your mother
- 5 (b) do things together with your father
- 6 (a) mother enquires about your daily activities
- 6 (b) father enquires about your daily activities

4. Financial Support

Items

- 7 (a) mother's occupation

7 (b) father's occupation

8 (a) mother's educational level

8 (b) father's educational level

For items 1 to 6, the responses are in the form of a 5-point scale comprising "never", "seldom", "sometimes", "usually" and "always". Item 7 requires respondents to write down their parents' occupation while responses for item 8 consists of a 6-point scale, comprising No Formal Education, Primary Education, Lower Secondary Education, Upper Secondary Education, Ordinary level, Diploma and Degree.

b. Peer-group Support

Five items were constructed to ascertain the type of the peer-group support the delinquent subjects have been receiving prior to their admission into the approved school. Each item requires the respondents to respond to a 5-point Likert scale.

1. Importance of Getting Good Grades in School among Friends

This item is based on the assumption that conventional peers are usually more academically earnest than their deviant counterparts. The responses range from "not important at all", "not important", "quite important", "important" to "very important".

2. Number of Friends in Trouble with the Law

The assumption here is that the negative influence of law-violating peers increases the deviance of the group. The responses to be checked are "none", "1 to 2", "3 to 4", "5 to 6" and "more than 6 persons".

3. Number of Hours in a Day Spent with Friends after School

Amount of time spent together is a measure of their commitment towards the peer-group. Responses to be checked are "1 to 2 hours", "2 to 3 hours", "3 to 4 hours", "4 to 5 hours" and "more than 5 hours".

4. Knowingly Follow Friends with Plans for Deviant Activities

This item is used to measure of their attachment towards the peer-group. The responses to be checked are "never", "seldom", "sometimes", "usually" or "always".

5. Delinquency is Normal among Adolescents

This item is used to measure the attitude of the delinquent subjects because attitude often influences one's behaviour. The responses given are "strongly agree", "agree", "quite agree", "disagree" and "strongly disagree".

c. School Experiences

A total of seven items are used to measure the three aspects of school experiences.

1. Academic Achievement

Academic achievement of the subjects is expressed in terms of average marks obtained during school assessments. The five responses are 0-30, 30-50, 50-65, 65-80 and 80-100.

2. Positive Contributions to School

Respondents are required to list out their contributions made to school in the following areas:

- (a) Games played and the level they represented
- (b) Responsible posts held while in school
- (c) Other extra-curricular activities

3. School Enjoyment

Enjoyment of school is seen from three perspectives:

- (a) The extent to which they like school

The responses are “detest”, “not much”, “a little”, “a lot” and “very much”.

- (b) Resentment expressed in the form of problem behaviours

Problem behaviours in the classroom involve giving teachers a lot of trouble.

The responses are “never”, “seldom”, “sometimes”, “usually” and “always”.

- (c) Staying away from school

The subjects' involvement with truancy is determined from their admission of skipping school without legitimate excuse. The responses are “never”, “seldom”, “sometimes”, “usually” and “always”.

d. Concepts of Self

Concepts of self refer to how they view themselves. Aspects of concepts of self in this study are scholastic competence, physical appearance and peer acceptance. Subjects' aspirations and their expectations of attaining them are also examined because according to the Strain Theory, it is the

presence of an aspiration-expectation disjunction that provides the motivation for delinquency. Five items were constructed and responses are given in the form of a 5-point scale.

1. Scholastic Competence

The subjects are required to compare their intelligence with others who are of the same age. The responses range from "far below others", "below others", "the same", "above others" to "far above others".

2. Physical Appearance

The subjects are asked to state their satisfaction with respect to their looks. The responses are "very dissatisfied", "dissatisfied", "quite satisfied", "satisfied" and "very satisfied".

3. Peer Acceptance

Respondents are asked to admit whether others listen when they talk. The responses given are "never", "seldom", "sometimes", "usually" and "always".

4. Aspirations

Respondents are required to write down their ambitions when in school.

5. Expectations of Attaining Aspirations

Respondents are required to write down what they think they will become in ten years time.

e. Coping Behaviours

An inventory of twelve behaviours commonly used by adolescents to cope with general life stressors is drawn up.

1. Get angry and yell at people
2. Organize my life and what I have to do
3. Talk to friends about how I feel
4. Joke and try to be funny
5. Sleep a lot
6. Let off steam by complaining to friends or family
7. Try to make my own decision
8. Talk to parents about it
9. Tell myself that the problem is not important
10. Do strenuous physical activity
11. Cry alone
12. Pray to God

For each of the coping behaviour, the subjects were required to indicate how often they employ it when faced with a problem. The responses are given in the form of a 5-point scale encompassing “never”, “rarely”, “sometimes”, “often” and “always”.

This inventory is based on a pilot study that was carried out using a class of 30 sixteen-year old students. At the beginning of the pilot study, the students were asked to recall a stressful event that they had encountered

recently and write it down in the form supplied as shown in Appendix B. The purpose of this exercise was to place them in a problem situation. After which they were asked to list out all the behaviours they used to cope with the stressor.

f. **Moral Development**

Kohlberg used interviews to determine his level of moral development (Duska & Whelan, 1977). The interview involves the presentation of a moral dilemma and questions that are designed to disclose the reasons for making the recommendations for the specific course of action. In this study, the dilemma was presented in a written form instead of an interview. The subjects were presented with the most popular of Kohlberg's dilemmas, the Heinz Dilemma.

Heinz's wife is dying of cancer. Heinz is unable to raise funds to buy a life-saving drug that is sold at an exorbitant price by a druggist. In desperation, he steals it.

The subjects were questioned on four aspects of the moral dilemma. They were asked to judge the action taken by Heinz, explain why the act of stealing is often considered wrong and give a situation whereby the act of stealing is acceptable. For each of the three questions asked, five responses were given each representing the five stages of moral reasoning. In the fourth and final question, they were asked to imagine themselves to be in Heinz's position and to decide whether they would or would not steal the drug.

Question 1: Evaluate Heinz's act of stealing

Responses:

He should not steal because he would be caught by the police for stealing -

Stage 1

He should not steal because his action will bring more problems to himself -

Stage 2

He was right to steal so that he would not lose his wife - *Stage 3*

He should not steal because it is against the law - *Stage 4*

He was right to steal because he saved a human life - *Stage 5*

Question 2: Explain why the act of stealing is often considered wrong

Responses:

The offender can be fined - *Stage 1*

Stealing can bring shame to the family - *Stage 2*

Stealing is disliked by many people - *Stage 3*

Stealing disrupts the public peace - *Stage 4*

Stealing interferes with the rights of others - *Stage 5*

Question 3: Give a situation whereby the act of stealing is acceptable

Responses:

When there is no way of detecting it - *Stage 1*

When the offender is not likely to be punished - *Stage 2*

When we are just following the crowd- *Stage 3*

During riots or in times of war - *Stage 4*

When it involves life and death - *Stage 5*

Question 4: Imagine they were in Heinz's position.

Responses:

I would steal it.

I would not steal it.

A batch of Fifth Form students who had just completed the national examination at the end of the academic year was used for pilot testing. They were given questions similar to those above, but the questions were open-ended and no responses were provided. Many of the students had difficulties expressing themselves. Although all of them knew that stealing is wrong, they had never been asked the reason why.

Based on the observations made during this initial study, the researcher decided to provide the responses in the questionnaire to be given the delinquent subjects to ensure that the reliability of the items is not affected by the lack of language skills among the respondents. The responses were selected from those given by the pilot-test subjects who were able to express themselves well.

3.2.2 Deviant Behaviour

In this study, deviant behaviour is obtained from self-report. This procedure was used because official records of offences by agencies such as the police, courts, prisons or schools recorded only offences that the offender were caught in the act. Hence, official records do not provide the actual number of offences committed by the offenders. To obtain a more accurate picture, the subjects were asked to indicate the frequency of their offences on the checklist of offences used by the Department of Social Welfare.

The checklist has five categories of offences. They are Crimes against Property, Crimes against Persons, Status Offences, Drug and Liquor Law Violations, and Offences against the Public Order. The checklist consisted of the following items

1. Crimes against Property

Items

1. Theft of Articles valued less than RM10
2. Theft of Articles valued between RM10-RM50
3. Theft of Articles valued more than RM50 (other than those below)
4. Bicycle Theft
5. Motorcycle Theft
6. Car Theft
7. Burglary
8. Destroy Property/Vandalism (public or others)
9. Setting Fires (Arson)

2. Crimes against Persons (violent crimes)

Items

- 10. Robbery
- 11. Attempted Murder
- 12. Assault

3. Status Offences

Items

- 13. Smoking
- 14. Truancy
- 15. Defying Parents
- 16. Defying other Adults (teachers or neighbours)
- 17. Running Away from Home

4. Drug & Liquor Law Violations

Items

- 18. Selling Drugs
- 19. Using Drugs
- 20. Buying Liquor
- 21. Taking Liquor

5. Offenses against Public Order

Items

- 22. Possession of Dangerous Weapons
- 23. Driving without License
- 24. Other Traffic Offences
- 25. Gambling
- 26. Sexual Offences

For each of these offences the subjects were required to indicate the frequency of their offences using a 4-point scale, encompassing " Never", " Once Only", "Several Times" and " Many Times".

3.2.3. Motivation for Deviant Behaviour

An inventory consisting of 34 motives was drawn up. The list comprises feelings and desires of the subjects that had made them act in that manner. They include boredom, needs for affiliation with peers, succumbing to peer pressure, seeking fun, lack of finances, retaliations, frustrations, revenge, hatred, being provoked, showing off, attracting attention, depression, in anger, insults and jealousy. The delinquent subjects were asked to choose the reasons for the offence that was used as their Juvenile Court Referral. They were allowed to choose a few of them because often there are several factors leading to a single act of deviance. The English language version of the questionnaire is in Appendix C while the Malay language version is in Appendix D.

3.3 DATA COLLECTION

Data collection consisted of administering the questionnaire to 63 delinquent subjects in an approved school while the questionnaire was posted to non-delinquent siblings of 16 of the delinquent subjects. The same questionnaire was administered to 69 controls in a normal day school. Visits were made to the homes of four of the delinquent subjects who have non-delinquent siblings who are close in age and of the same gender.

3.3.1 Delinquent Subjects

Permission to carry out the study was obtained from the Social Welfare Department Malaysia in Kuala Lumpur. An appointment was made with the officials in the approved school through telephone calls followed by a formal letter with the approval letter enclosed.

At the approved school, the Principal introduced the researcher to all the students in the school. The researcher sponsored a tea party during their tea break in the dining hall as an attempt at ice breaking. After clearing the tables, 63 students from the East Coast states were asked to remain in the hall. The main purpose of the visit and the objectives of the study were clearly explained to them. They were also assured of the confidentiality of their responses. The questionnaire was distributed to the students. To ensure that their reading level did not impede the students' ability to complete the questionnaire reliably, the instructions as well as the items and their responses were read out slowly and clearly for all of them. They were required to indicate their choice of responses in the spaces provided. Four of their

teachers assisted by making sure that the students had understood the items, explaining the items when requested and making sure that they checked at the correct places. The whole session lasted more than an hour. On completion of the session, students were told that they could keep the pencils and erasers. They were pleased with the gesture and wanted erasers with flags of their home states. Owing to the limited number of erasers for each of the states in Malaysia, it was not possible to fulfill this request.

3.3.2 Non-delinquent Siblings

Twenty-three students who are Kelantanese were asked to go into the Conference Room. Four teachers accompanied them to the room. The subjects were asked to list their siblings according to age and to indicate their gender. Sixteen of them have non-delinquent siblings of the same sex and close in age.

The questionnaire was sent to these sixteen non-delinquent siblings by post. A cover letter was enclosed to explain the purpose of the study and to thank them in advance for their kind co-operation. Self-addressed envelopes with stamps affixed were enclosed to help increase the return rate. Ten of them replied over a period of one month.

3.3.3 Controls

All the sixty-nine male students from five Fourth Form classes were assembled in the school canteen one morning during regular school hours. The objectives of the study were explained to them before distributing to them

the questionnaire. The subjects were asked to answer each question honestly when selecting their responses. They were not required to write down their names to protect the confidentiality of their information and to encourage truthful responses. The instructions, items and their responses were read out to them slowly and clearly. The students had no difficulty responding to the items and the session took an hour

3.3.4 Home Visits

Four delinquent subjects were chosen for the home visits. Their Juvenile Court Referral are varied - Assault (Section 324), Burglary by night (Section 457), Sexual Assault (Section 354) and Daylight burglary (Section 454). These delinquent subjects also have same-sex siblings who are non-delinquent and close in age.

Further data on the four cases were obtained using the following procedures:

1. The responses by both the delinquent subjects and their non-delinquent siblings to the questionnaire were scrutinized and compared.
2. Bio-data forms were sent to the approved school to get further information of the four delinquent subjects chosen: number of siblings, their position in the family, weight and height, former school, address, date of offence, detailed description of the offence and its Section in the Penal Code. Request for the report by the welfare officer for the juvenile court was rejected because it was considered as confidential document and could not be duplicated.

3. Visits were made to their homes to determine the location and physical conditions of their homes and its neighbourhood. The record sheet used is shown in Appendix F.
4. Their parents and siblings were interviewed to get a feel of the home climate.
5. Family members were encouraged to recall events and circumstances leading to the offence used as the juvenile court referral.
6. Parents were encouraged to compare the delinquent subjects with their non-delinquent siblings. The emphasis was on the differences in personalities, attitudes and temperaments.
7. Their former schools were contacted and forms were sent to these schools for their academic records, disciplinary cases and school attendance.

3.4 RELIABILITY AND VALIDITY

The researcher constructed the items in the questionnaire herself. Validity and reliability could only be established for certain parts of the questionnaire as shown below.

3.4.1 Cronbach's Alpha

Cronbach's Alpha was used to establish the reliability of perceived parental support and deviant behaviour. The responses were those of all the subjects in this study. Cronbach's Alpha values are obtained first using all test items measuring the construct and then when each item is systematically deleted. The test item is considered a poor one if when deleted, gives an Alpha value higher than that obtained with its inclusion.

Table 3.4
Alpha Values for Items in Perceived Parental Support

Items	Alpha value if item is deleted
1. Mother is Understanding	.80
2. Father is Understanding	.80
3. Feel Unwanted by Mother	.81
4. Feel Unwanted by Father	.81
5. Talk to Mother About What Bothers Me	.79
6. Talk to Father About What Bothers Me	.78
7. Mother Can Help with School Work	.80
8. Father Can Help with School Work	.79
9. Do Things Together with Mother	.79
10. Do Things Together with Father	.78
11. Mother Enquires About Daily Activities	.80
12. Father Enquires About Daily Activities	.78
13. Mother's Educational Status	.80
14. Father's Educational Status	.80

a. **Perceived Parental Support**

The value of Cronbach' Alpha of all the test items measuring the construct, Perceived Parental Support is 0.80. Table 3.4 shows the Alpha values when each of the items is deleted one at a time. Items 5, 6, 8, 9, 10 and 12 made the greatest contribution to scale reliability however, all the items are retained for the final analysis.

b. **Deviant Behaviour**

The value of Cronbach's Alpha of all the offences in the checklist of Deviant Behaviour is 0.95 and Table 3.5 shows the Alpha values when each of the offences are deleted one at a time. All the offences are retained for the final analysis.

3.4.2 **Content Validation**

a. **Coping Behaviours**

Three modes of coping are identified and defined in this study. Five experienced teachers were asked to content validate the list of coping behaviours by identifying the mode of coping for each behaviour. A summary of this exercise is shown in Table 3.6.

The items are grouped based on the results of the content validation as follows:

Problem-focused coping : items 2, 7, 8 and 12

Emotion-focused coping : items 1, 3, 6 and 11

Avoidance-focused coping : items 4, 5, 9 and 10.

Table 3.5
Alpha Values for Items in Checklist of Deviant Behaviour

Items	Alpha value if item is deleted
01. Theft of Articles valued less than RM 10	.95
02. Theft of Articles valued between RM 10-RM 50	.94
03. Theft of Articles valued more than RM 50	.94
04. Bicycle Theft	.95
05. Motorcycle Theft	.95
06. Car Theft	.95
07. Burglary	.94
08. Vandalism	.94
09. Arson	.95
10. Robbery	.95
11. Attempted Murder	.95
12. Assault	.95
13. Smoking	.95
14. Truancy	.94
15. Defying Parents	.95
16. Defying Other Adults (Teacher, neighbours, etc)	.95
17. Running Away from Home	.94
18. Selling Drugs	.94
19. Taking Drugs	.94
20. Buying Liquor	.94
21. Taking Liquor	.94
22. Possession of Dangerous Weapons	.94
23. Driving without License	.95
24. Other Traffic Offences	.95
25. Gambling	.94
26. Sexual Offences	.94

Table 3.6
Content Validation of Coping Behaviours

Coping Behaviours	Modes of Coping		
	Problem-focused Coping	Emotion-focused Coping	Avoidance-focused Coping
1. Get Angry and Yell at People		xxxxx	
2. Organize My Life and What I Have to Do	xxxxx		
3. Talk to Friends About How I Feel	xx	xxx	
4. Joke and Try to be Funny			xxxxx
5. Sleep a Lot			xxxxx
6. Let Off Steam by Complaining to Friends or Family	xx	xx	x
7. Try to Make My Own Decision	xxxxx		
8. Talk to Parents About it	xxxxx		
9. Tell Myself that the Problem is Not Important			xxxxx
10. Do Strenuous Physical Activity	x		xxxx
11. Cry Alone		xxxxx	
12. Pray to God	xxx	xx	

x- Responses made by the educators

Item 6 was rephrased in the final version of the questionnaire, as “Complain to Friends and Family” because the expression “Let off steam” is suggestive of an emotional response. One of the educators involved in the validation process was of the opinion that making the problem known to the family could sometimes help solve it, thus it should be classified as problem-focused. In the researcher’s view coping behaviours should be categorized according to their intent and not to their probable consequences, hence “Complain to Friends and Family” is classified as emotion-focused coping.

b. **Stages of Moral Development**

The hypothetical moral dilemma from Kohlberg, Heinz Dilemma, was presented to seven experienced educators. They are required to answer three questions based on the dilemma. Each of the questions were given five possible responses. The responses were arranged at random, unlike in the actual questionnaire where their stages were in ascending order. Five stages of moral development had been identified for this study. The seven educators who are secondary school teachers were given the definitions for each of these five stages of moral reasoning. They were asked to decide the stage of moral reasoning corresponding to each of the responses.

Table 3.7
Validation Results to Question 1

Responses following the question What do you think of Heinz's act of stealing?	Moral Stages				
	1	2	3	4	5
He was right to steal so that he would not lose a wife.(Stage 3)		xx	xxxx	x	
He should not steal because he might be caught by the police.(Stage 1)	xxxx	x		xx	
He should not steal because it was against the law.(Stage 4)	x			xxxx xx	
He was right to steal because he had saved a human life.(Stage 5)			x		xxxx xx
He should not steal because his action would bring more problems to himself. (Stage 2)	xx	xxx		xx	

x- Responses made by the seven educators

Table 3.8
Validation Results to Question 2

Responses following the question Why is the act of stealing often considered wrong?	Moral Stages				
	1	2	3	4	5
It can bring shame to the family. (Stage 2)	xx	xxx	x	x	
Many people disliked it. (Stage 3)	xx	x	xxxx		
The offender can be fined. (Stage 1)	xxx	xx		xx	
It disrupts the public peace. (Stage 4)		x		xxxxx x	
It interferes with the rights of others. (Stage 5)		x		xx	xxxx

x- Choice made by the seven educators

Table 3.9
Validation Results to Question 3

Responses following the question When is the act of stealing acceptable?	Stages				
	1	2	3	4	5
When it involves life and death. (Stage 5)			x		xxxx xx
When there is no way of detecting it. (Stage 1)	xxx	xx		x	x
When it is not likely to be punished. (Stage 2)	xx	xxxx			x
When we are just following the crowd.(Stage 3)		xx	xxxx x		
During riots or in times of war. (Stage 4)		xx		xxxx	x

x- Choice made by the seven educators

When no consensus were obtained among the judges as shown by the results in Tables 3.7, 3.8 and 3.9, the researcher had to use her own judgement. This is justified because unless the judges are involved in this field, determining the stages of moral development can be rather difficult. The responses given in the final (Malay language) version of the questionnaire however were altered slightly so as to be more representative of the intended stage of moral reasoning.